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AUTHOR Weinhouse, Marilyn Morse
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ABSTRACT

Sheltered English is a method of instruction for limited-English-proficient (LEP) students based on the Canadian model of immersion education in which content is taught in English and made comprehensible to the students by special instructional techniques. The goal of the program is to enable the LEP students to acquire high levels of oral English proficiency while simultaneously achieving in academic areas. This study describes the theories underlying these programs, instructional techniques characteristic of sheltered English, and proposed curriculum designs. A questionnaire was administered to the teachers in the San Diego Unified School District's elementary school sheltered English program. The purpose of the questionnaire was to gather information about the program, examine the teachers' attitudes toward it, and identify areas in need of further research and development. The questionnaire results indicate that the teachers think the program is very effective. The program's strengths and weaknesses are discussed, and recommendations for modifications in program organization and curriculum design are made. The sheltered English Questionnaire is appended.
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Sheltered English

A Study in the San Diego Unified School District

Marilyn Morse Weinhouse

San Diego State University

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Running head: SHELTERED ENGLISH

Abstract

Sheltered English is a method of instruction for limited English proficient (LEP) students based on the Canadian model of immersion education. In sheltered English instruction, content is taught in English made comprehensible to the students by the use of special instructional techniques. The goal of the program is to enable the LEP students to acquire high levels of oral English proficiency while simultaneously achieving in academic areas. The Canadian immersion model has been adapted in various forms throughout the United States. These programs vary greatly and there is no clear definition or description of the characteristics of a sheltered English program. This study describes the theories underlying these programs, instructional techniques characteristic of sheltered English, and proposed curriculum designs. A questionnaire was administered to the elementary teachers in the San Diego Unified School District's (SDUSD) sheltered English program. The purpose of this questionnaire was to gather information about the sheltered English program, to determine the teachers' attitudes toward the program, and to identify areas in need of further research and development. The results of the questionnaire reveal that the teachers' feel the sheltered English program is very effective. The strengths and weaknesses are discussed and recommendations are made for modifications in program organization and curriculum design.

Sheltered English
A Study of the Sheltered English Program in the San Diego Unified School District

The education of limited English proficient (LEP) students is an area of vast importance in the United States where an estimated 3.4 million children do not speak English as their native language (Waggoner, 1984). Bilingual education has proven to be a successful method of educating LEP students (Cummins, 1985; Legarreta-Marcaida, 1985; Reyna, 1984) but bilingual education is not always available or feasible. Some schools have students from many different language backgrounds (e.g., Korean, Hmong, Cambodian, Laotian, Vietnamese) but insufficient numbers of students with the same native language to create a bilingual classroom. It is difficult to provide instructional materials in many of these languages and there is a shortage of native language teachers. When it is not possible to implement a bilingual program, it is important to find alternative methods of providing these students with equal educational opportunities.

Sheltered English is a program of instruction which has developed to help meet the needs of LEP students. It is designed to teach English and subject content to LEP students using specially adapted curriculums and instructional techniques. Sheltered English has been used in areas where extensive primary language instruction is not available as well as serving as a component of bilingual education programs.

A variety of instructional programs using methods similar to sheltered English have developed. The names of these programs vary (e.g.,

"modified English immersion", "structured immersion", "teaching English through the content areas", "transfer instruction", monolingual immersion") but the educational theories which form the basis of these programs are similar. This study describes the theories underlying these programs, instructional strategies characteristic of sheltered English, and proposed curriculum designs. A questionnaire was administered to the elementary teachers in the San Diego Unified School District's (SDUSD) sheltered English program. The purpose of this questionnaire was to gather information about the sheltered English program, to determine the teachers' attitudes toward the program, and to identify areas in need of further research and development.

Various programs have been developed to educate LEP students and to teach English and other second languages. The following definitions of terms will clarify their use in this study.

Definition of Terms

Bilingual Education (Transitional Model)

Instruction of basic skills in the native language while English skills are developing. Program includes English as a second language (ESL) instruction and integration of the students' home culture into the school curriculum. The goal is eventual transition into an all English classroom.

Bilingual Education (Maintenance Model)

Same as above except that the use of the native language continues to be a part of the instructional program through all grade levels with the goal of developing and maintaining fluency and literacy in two languages.

Immersion Education

Immersion of the language majority child in a second language (e.g., a

native English-speaker living in America immersed in a Spanish program). The second language is taught through the content areas and is adapted to the students' level of comprehension. The home language is introduced in the later stages of the program and the goal is to achieve functional bilingualism.

Modified English Immersion

Immersion of the language minority students in English (e.g., a Vietnamese student living in America immersed in English). English is taught through the content areas and is adapted to the students' level of comprehension. Unlike immersion education for the language majority child, the modified immersion program does not attempt to maintain the home language and bilingualism is not a goal of the program.

Primary Language Instruction

Instruction in the students' native language.

Mainstream English Instruction

Instruction in English in the monolingual English classroom.

Sheltered English Instruction

Teaching content in English made comprehensible to the limited proficient student. The goal is to teach academic subject matter and language simultaneously until the student is ready for mainstream English instruction.

Sheltered English Program

A program of instruction for language minority students consisting of three components: sheltered English instruction, primary language instruction, and mainstream English instruction. The goal is to prepare the student for transition to an all-English classroom.

Submersion Education

A "sink-or-swim" situation in which the LEP student is "submerged" in the regular classroom, competing with native speakers. Few adaptations are made to meet the students' special needs and the goal is to learn English as soon as possible.

Pull-out ESL Instruction

Students are placed in a regular classroom but are "pulled-out" for instruction in ESL for part of the day. Usually no native language instruction is provided and the goal is to learn English through ESL instruction and submersion.

Review of Literature

A sheltered English class has been defined by Krashen (1984) as a subject-matter class made comprehensible for second-language students. He states that it is a real subject-matter class, not "ESL math" or selections from subject matter classes introduced as part of the language class. The focus and the tests are on the subject matter and the student's attention is on the message, not the medium. Krashen emphasizes the fact that native English-speakers are excluded from the sheltered class so that instruction can be directed to the students' level of comprehension. He views sheltered language teaching as one of three steps in a program for limited English speaking student. These three steps are:

1. General language teaching--the teaching of basic communication skills which precedes the sheltered class. The beginning language student needs some English proficiency to be able to participate in sheltered instruction.

2. Sheltered language teaching--subject matter classes which help

prepare the student to make the transition into the regular classroom.

3. Mainstream instruction--instruction in the regular classroom. The amount of time in the mainstream classroom would increase gradually as the students' English abilities develop.

In the Sheltered English Teaching Handbook Northcutt and Watson (1986) define sheltered English teaching as an instructional approach that can be used to make academic instruction in English understandable to LEP students. A step-by-step process is described which communicates meaning in subject area while students acquire additional English skills. The authors call this approach "Sheltered English Teaching" (SET). Using the SET approach, teachers utilize props, visuals, media, body language, etc. to make content comprehensible to the LEP students.

Sheltered English instruction has also been defined by Oberst (1985) as the teaching of appropriate subject content using English as the medium of communication with LEP students who are homogeneously grouped for their level of English proficiency. Students are not mixed with native speakers during sheltered instruction and the lessons are made comprehensible by using a manipulative, hands-on, activity-oriented, instructional approach. Oberst emphasizes that only appropriate content should be taught with the sheltered approach. Appropriate content would be that which can be made concrete and observable such as experimental science and health, math computation and graphing, art, PE. and music. Table 1 describes the instructional techniques used for sheltered English.

Insert Table 1 about here

Parker (1985) has defined sheltered English as instruction designed for the LEP student who has, in most cases, at least some English language proficiency. Parker states that teachers teach subject matter to these students by using extra-linguistic clues and language modifications. These include: changing speech register by slowing down, limiting their vocabulary and sentence length, repeating, emphasizing and explaining key concepts, and using examples, props, visual clues and body language to convey meaning. A list of practical classroom implications for using a sheltered approach is presented in Parker's handout (Table 2).

Insert Table 2 about here

The term "sheltered English" has been used to refer to a methodology for teaching LEP students as well as a program or component of a program designed for LEP students. Sheltered English is being used in schools with students speaking many different languages where extensive primary language instruction is not possible. It is also being used with Hispanic students in bilingual programs as transitional instruction designed to prepare the students for the mainstream classroom. In the SDUSD, sheltered English is used with the Indochinese students as one component of the program which also includes primary language instruction and mainstream instruction. Although "sheltered English" is a relatively new term, combining content teaching and language teaching has been practiced in Canada for some time.

French Immersion Program

The concept of teaching a second language through content teaching

has been practiced in Canada in the French immersion program since 1965 (Lapkin & Cummins, 1984). The Canadian program has been successful in developing high levels of bilingualism in native English-speaking children. The characteristics of the French immersion program, as described by Lapkin & Cummins include:

1. The second language is used to teach regular academic subjects. The second language is the medium of communication rather than the object of study.

2. Students are grouped homogeneously by second language abilities. They are not mixed with native-speakers..

3. Beginning reading instruction is primarily through the language experience approach rather than a phonics program.

4. Lessons are made comprehensible to the students by use of a variety of second language techniques such as the use of visual aides, frequent comprehension checks, adaptation of materials, etc.

5. Language is acquired through interaction with meaningful content.

6. In the initial stages of the program emphasis is on teaching vocabulary and there is very little explicit teaching of grammar.

7. An activity-centered approach involving small group projects and discussions is used, rather than the traditional teacher-centered approach.

The French immersion program was designed to develop bilingualism in English monolingual children (Lapkin & Cummins, 1984). From one-half to an entire school day is devoted to instruction through the medium of the second language, French. The French immersion program has been well researched and documented and has been extremely successful in developing high levels of second language skills (Swain, 1984). French

immersion has now spread to all the Canadian provinces and educators throughout the world are looking at the French immersion program as a model for second language instruction programs (Stern, 1984).

In the United States there are several Spanish and French immersion programs designed to develop second language skills in native English-speaking students (Campbell, 1984). Some educators have become interested in using this immersion approach to teach English to LEP students (Baker & de Kanter, 1983; Gersten, 1984; Met, 1984). The idea of using an immersion approach with language minority students (modified English immersion), however, has been widely criticized because of the many significant differences in program characteristics. Major differences exist in the program design and goals of immersion programs for English-speaking (language majority) students and immersion programs for language minority students (Hernandez-Chavez, 1984; Swain, 1983; Cohen & Swain, 1976). The social, political, linguistic and cultural differences are illustrated by Hernandez-Chavez (1984) in Tables 3 and 4.

Insert Tables 3 & 4 about here

The most conspicuous difference between the Canadian immersion model and the modified English immersion model is the goal of the program. The goal of the Canadian program is bilingualism. The second language (L2) is added as an enrichment and the first language (L1) is maintained and developed throughout the program. In English immersion, L1 is displaced by L2 and a form of "subtractive" bilingualism (acquisition of a second

language at the expense of L1) is developed. Fluency in English is the goal of the modified English programs, not bilingualism.

Hernandez-Chavez (1984) also points out that in the Canadian immersion program, the use of the first language is allowed in the initial stages. Teachers understand the students and although the teachers speak only in French, the children are able to receive more comprehensible input as the teacher responds to their communication. This is not possible in most modified English immersion programs. The teachers do not understand the students' L1 and communication is very restricted in the early stages of the program.

Sociocultural differences are also important factors in these two programs. In the Canadian model, the students are members of the majority group in society. The students come mainly from a middle class socio-economic group and their language is the dominant language of the society. L1 is fully maintained and the student experiences no threat of loss of native culture or language. The parents of the children in the French immersion program were instrumental in the formation of the program and continue to be actively involved in all aspects of the program.

On the other hand, the limited English-speaking students in the United States are members of a minority group and come mainly form a lower socio-economic group. The parents typically have no input or involvement in the program. The native language is a subordinate language which is not valued or supported by the society. The child is alienated from both L1 and L2 cultures and often loses the primary language.

There is a double standard in expectations of the students in these programs. The native English-speaker is praised for whatever level of

proficiency is attained in L2. If native-like ability is not attained in L2, it is considered natural. The language minority students, however, are criticized for lack of native-like English abilities and limited proficiency is treated as a sign of limited intellectual and/or academic ability.

Hernandez-Chavez (1984) makes several recommendations concerning the immersion education for language minority students. He suggests the following goals for minority language education:

1. To develop a strong sociocultural identity and a high level of self-esteem
2. To develop full cognitive-academic abilities in the native language
3. To develop academic achievement commensurate with the level of attainment of other groups in the society
4. To develop native-like proficiency in English. (p. 172)

The second recommendation listed above, the development of full cognitive-academic abilites in the native language, is often not possible with minority language groups in the United States. As pointed out by Dolson (1985), although a partial or full bilingual education program is preferred, it is not feasible in some situations. Dolson recommends using extreme caution in adapting the Canadian immersion model for use with LEP students. He does state, however, that some forms of modified English immersion programs for minority language students may be applicable for certain students as an additional component of a bilingual program or in situations where it is not feasible to implement a program of bilingual instruction.

Krashen's Theories of Second Language Acquisition

Krashen relates the French immersion experience to his theories of

second language acquisition (Krashen, 1984). According to Krashen, we acquire language in only one way--when we understand messages in that language, when we receive "comprehensible input". He states that in all successful methods, the focus is on the message and not the form, on what is being said, rather than how it is said. In the immersion program students are receiving substantial amounts of comprehensible input all day. The students are grouped with other students of the same linguistic level which helps ensure that teachers will speak at a language level that is comprehensible to them. The students' focus is on the subject matter that is being taught, not the form (grammar, structure) of the language. Methods of providing comprehensible input and implementing other of Krashen's language acquistion theories are presented in The Natural Approach (Krashen & Terrell, 1983). This approach is based on five hypotheses proposed by Krashen (Krashen, 1985):

1. The Acquisition-Learning Hypothesis.
2. The Natural Order Hypothesis.
3. The Monitor Hypothesis.
4. The Input Hypothesis.
5. The Affective Filter Hypothesis.

The Acquisition-Learning Hypothesis suggests two distinct ways of developing ability in second languages. Acquisition is "picking up" a language naturally by using the language for some communicative purpose. Learning is the formal study of a language focusing on grammar and rules. Krashen (1985) suggests that although language learning (grammar-focused) has its place in second language instruction, language acquisition (communication-focused) is the optimum method of achieving

competence in a second language.

The Natural Order Hypothesis states that students acquire grammatical structures in a predictable order. This order will emerge naturally and it is not necessary to teach second languages along this order. Speech should be allowed to emerge naturally and production should not be forced. Beginning students will progress naturally through three stages of acquisition: comprehension (pre-production), early production and speech emergence.

The Monitor Hypothesis describes the relationship between language acquisition and language learning. Acquisition is more important as it is responsible for the development of fluency in a second language, the ability to use the language easily and comfortably. Language learning functions as a monitor or editor which makes corrections based on conscious knowledge of the grammatical rules. The monitor is most useful when writing in a second language but is used minimally in fluent oral expression. In normal conversation there is rarely enough time to monitor language and focus on form in order to consciously apply linguistic rules.

The Input Hypothesis states that we acquire (not learn) language by understanding input that contains structures that are just beyond our current level of competence. Krashen (1985) refers to this as "i + 1". It is not necessary to deliberately program grammatical structures into the input but if input is understood and there is enough of it, i + 1 is automatically provided. Language is acquired by participating in meaningful communication. In the classroom, language is made comprehensible by utilizing context, extra-linguistic information and knowledge of the world.

The Affective Filter Hypothesis deals with the role of "affect" such as the influence of personality, motivation, anxiety and attitude on second language acquisition. Krashen (1985) states the importance of a low anxiety level, high motivation and self confidence in successful language acquistion. Burt and Dulay (1977) have suggested the presence of an "affective filter" which may prevent input from reaching the "language acquisiton device". If the student is anxious, defensive or unmotivated, the high affective filter will interfere with language acquistion.

Krashen (1984) has suggested a program design for LEP students which includes a strong primary language component, a sheltered English component, and a mainstream component (Table 5). This program design is based on Cummins' model of language proficiency (Cummins, 1985), and represents an "idealized" program designed for an elementary school in which a substantial number of students enter with little or no English.

Insert Table 5 about here

Cummins' Model of Language Proficiency

Cummins (1985) has defined language proficiency along two continuums as illustrated in Table 6. The horizontal axis represents the context in which language is being used. Context-embedded situations are those more typical of communication in the everyday world. These derive from interpersonal involvement and a shared reality such as face-to-face communications on a familiar topic. Context reduced situations are more typical of the communication in the classroom. In this context, a shared reality cannot be assumed and more meaning is carried by the language as

in activities such as reading or writing or discussing abstract concepts.

Insert Table 6 about here

The vertical axis represents a continuum in the degree of active cognitive involvement. At the top of this axis are cognitively undemanding situations in which the language is largely automatic and requires little cognitive involvement. At the lower end of the continuum are situations which require using language that is not automatic and require a great amount of cognitive involvment. As language proficiency develops, specific linguistic tasks move from the bottom toward the top of this vertical axis. As the child's language skills improve, tasks that were cognitively demanding become easier.

Material that is presented in a context-embedded manner will be easier to comprehend and material that is context-reduced will be more difficult to understand. Activities in quadrant A (context embedded, cognitively undemanding), will be easier to perform and activities in quadrant D (context-reduced and cognitively-demanding), will be more difficult.

Based on this model of language proficiency, Cummins has identified two types of language proficiencies. He calls these "basic interpersonal communication skills" (BICS) and "cognitive academic language proficiency" (CALP). BICS are the skills needed to function in context-embedded situations (casual conversations). CALP is the language skill needed to function in a context-reduced situation (abstract or academic discussions). Most of the tasks required by students in school occur in quadrant D and

require the use of well developed CALP's.

Parker's Curriculum Design for LEP Pupils

Parker (1985) presents a curriculum design for LEP students, based on Cummins' model of language proficiency, that is an adaptation of Krashen's proposed model (Table 7). The types of activities characteristic of the four quadrants in Cummins' model of language proficiency are illustrated in Table 8.

Insert Tables 7 & 8 about here

In Parker's model, the sheltered English program is composed of three components: primary language instruction, sheltered English instruction, and mainstream English instruction. These components are explained as follows:

1. Primary language instruction - instruction in the students' primary language (native language) is used for subjects which are the most cognitively demanding involving situations with the fewest contextual clues.

2. Mainstream English instruction - instruction delivered in a native-like presentation used where pupils will have no trouble understanding the lesson. Art, music, or P.E. may be delivered this way early in the LEP pupil's program because they are rich in contextual clues. Lessons which include much reading, writing, and explanations of abstract concepts would be the last areas to be delivered to LEP pupils in mainstream English.

3. Sheltered English instruction - instruction of subject matter made

comprehensible to students by the use of many extra-linguistic clues and modifications. The less difficult subjects which lend themselves to instruction with contextual clues would be the first to be introduced through sheltered English.

As the student's language proficiency improves, more subjects are gradually introduced into the sheltered and the mainstream component. As Cummins points out, students must be able to function in the cognitively-demanding, context-reduced situations in order to succeed in mainstream instruction (Cummins, 1985). Cummins notes that the tests of language proficiency often test only the students' basic communicative competence, but not their cognitive academic language abilities. This creates the danger of placing students in mainstream instruction before they are ready.

The importance of developing the students' cognitive-academic language skills is also stressed in other literature related to the education of language minority students. (Chamot, 1985; Northcutt & Watson, 1986).

Instructional Strategies

Cognitive Academic Language Learning Approach (CALLA). Chamot (1985) has developed a language development program based on content instruction in mathematics, science, and social studies. These materials utilize an instructional approach developed by Anna Chamot and Michael O'Malley called "Cognitive Academic Language Learning Approach" (CALLA) (Chamot & O'Mally, 1986). CALLA is designed to further academic language development in English through content area instruction. The purpose of CALLA is to:

1. Meet the academic language needs in English of upper elementary

and secondary level LEP students.

2. Provide a program of content-based instruction that can serve as a bridge between the ESL or bilingual program and mainstream education.

3. Develop a curricular and instructional approach for LEP students based on a cognitive model of learning.

The CALLA lessons, designed by Chamot and O'Malley, consist of the following three components:

1. Curriculum--content-based and coordinated with the mainstream curriculum. The concepts should not be watered down.

2. English language development--based on knowledge of the skills that will be needed for academic success. In teaching academic language skills it is necessary to be aware of: (a) specialized vocabulary of each content area; (b) language functions (exclaiming, informing, describing, classifying, evaluating, etc.) involved in the content area; (c) language structures and discourse features of the mainstream text; and (d) language skills needed in the regular classroom (reading for information, taking notes on lectures, classroom participation skills, academic discussions, writing demands, etc).

3. Learning strategies--the deliberate, conscious efforts students make to facilitate understanding and recall of both language and content. These should be taught. Learning strategies are an important component in the CALLA model and instruction in learning strategies are embedded in every lesson.

Chamot and O'Malley have incorporated learning strategies instruction in their methodology based on the following assumptions about learning strategies: active learners are better learners, learning strategies can be

taught, learning strategies will transfer across subject matter, and academic learning is more effective with the use of learning strategies. The learning strategies incorporated into the CALLA model are divided into three categories:

1. Metacognitive stategies (advance organization, advance preparation, organizational planning, selective attention, self-monitoring, self-evaluation, self-management).

2. Cognitive strategies (resourcing, grouping, note-taking, summarizing, deduction, imagery, auditory representation, elaboration, transfer, inferencing).

3. Social and affective strategies (questioning for clarification, cooperation, self-talk).

The three components of the CALLA model (content-based curriculum, English language development, and instruction of learning strategies) are designed to help the LEP student function in quadrant D of Cummins model of language proficiency (see Table 6). This quadrant, which is cognitively-demanding and context-reduced, represents the language proficiency needed in the mainstream classroom. According to Chamot and O'Malley, students who fail in quadrant D are lacking learning stategies which are so important in the learning process.

Sheltered English Teaching (SET). The importance of learning stategies and successful functioning in Cummins' quadrant D is also emphasized in the Sheltered English Teaching Handbook (Northcutt & Watson, 1986). Northcutt and Watson use the term "study skills" (rather than learning strategies), which is defined as the ability to study materials and remember them for future use. The authors stress the importance of

teaching these skills as consistently as reading and math skills are taught. Study skills are divided into two main categories: skills necessary for effective mastery of information and skills necessary for mastery of comprehension.

Information to be mastered in school comes in three basic forms: information presented by lecture or through directions, information presented by books or materials, and information available from our own personal histories. Stategies for mastering information include developing listening skills, note taking skills, and book study skills. Also included is relating new information to prior knowledge.

Mastery of comprehension can be improved by the development of organization skills. Organization skills help improve comprehension because they force the individual to interact with the material. These skills include: outlining, chapter mapping, clustering information, sorting and categorizing text information, and organizing complex processes. Organizational skills will help the LEP student function better in the regular classroom with cognitively demanding, context-reduced materials characteristic of Cummins' quandrant D.

Northcutt and Watson also stress the importance of teaching thinking skills to LEP students. Teachers can develop thinking skills by changing the types of questions they ask and the way they respond to students. The following types of activities will engage thinking skills as well as aide in the acquisition of English: mapping/clustering, elaboration, association, analogizing, categorizing, sequencing, problem-solving, decision-making, and critical thinking. It is important to apply these skills to all areas of the curriculum as learning and language are inseparable from thought.

In the Sheltered English Teaching Handbook, Cummins' model of language proficiency is related to a sheltered English teaching paradigm called "Show, Tell, Try, Do" (Table 9). Show, Tell, Try, Do is a recommended sequence for lessons designed for LEP students. To "show" is to cause or allow students to see the information being presented. This helps student form a mental picture of the material to be learned. It involves the use of dynamic visual aids to present a broad overview of the topic. To "tell" is to narrate, recount or express with words. Telling the students gives them the vocabulary and information needed to learn the new material. To "try" is to give students the opportunity to interact actively with the new material. This allows them to test concepts, experiment, and manipulate the new information. To "do" is to execute, perform, complete, create and compose, "solo". This could involve an oral or written test, a worksheet, an action, or homework which reveals the student's mastery of a skill.

Insert Table 9 about here

The "do" part of the lessons require language proficiency skills characteristic of quadrant D. This is the most difficult stage for the limited English proficient student to master and should be the last step in the sequence. Sheltered English teaching (SET) must include showing, telling, trying, and doing. The lesson sequence flows from quadrant A (Show), to quadrant C (Tell), to quadrant B (Try), to quadrant D (Do). This sequence is important when working with LEP students. In the regular classroom with fluent English speakers, it is common for teachers to "tell" students the new information and briefly "show" them, then jump to having

the students "do" the lesson. This will not succeed with LEP student. The sheltered lesson must include much more "show" in the form of charts, demonstrations, displays, graphs, models, mime, etc. The "tell" aspect of the lesson must include much more emphasis on new vocabulary, retelling, paraphrasing, explaining, etc., using a variety of media. The LEP students need more time to "try" the material by interacting, discussing, role playing, experimenting, etc. The "do" activities may need to be more creative that the usual tests, worksheets, and workbooks. The students may need to be allowed to answer oral test questions or perform actions to demonstrate mastery.

Activity-Centered Learning. Genesse (1985) states that the French immersion program cannot be directly transferred, as is, for use with the minority language (ML) students. However, he emphasizes that significant pedagogical features of the immersion program are applicable to the programs for ML students. Briefly, these instructional features include:

1. An integrated approach to English language teaching--integrating academic content and skills with language learning is more effective than language learning alone.

2. Interactional basis of second language learning--language comprehension as well as language production are both important in acquiring a second language.

3. Motivation and second language learning--intrinisic motivation leads to greater conceptual learning than extrinsic motivation. Intrinsic motivation (the internal desire to be effective) is fostered in environments that support autonomy or independent action. Extrinsic motivation (feelings of being pushed by external rewards and punishments to achieve)

develops in a controlled environment.

Genesse (1985) recommends developing a curriculum based on an "activity-centered" approach as it incorporates the three significant instructional features decribed above. This approach is described in detail by Stevens (1983). Stevens contrasts the activity centered (AC) approach with the teacher-centered (TC) approach. In the AC approach, students work in small groups or individually on projects. Important aspects of AC methodology include:

1. There is no attempt to structure linguistic content.
2. Students choose their own areas of study within the theme suggested by the teacher.
3. Students do whatever is necessary to find the information required to pursue their projects (e.g., go out and look for it, ask someone for information, or check reference books).
4. Students present their findings in a form which they have selected, such as a model, a picture, a written hand-out, or whatever means they consider appropriate.
5. Students use each other as well as the teacher as resource persons. (p. 261)

The TC approach is a traditional one in which curriculum is predetermined and all students cover the same material. The subjects are chosen, texts are provided, goals are set and tested for level of attainment. Student participation is generally limited to reaction to curriculum content and response to classroom routines.

The AC approach has been shown to be more effective than the TC approach in second language acquisition (Genesse, 1985). Stevens (1983)

states that the effectiveness of the AC program lies in the motivation created when students participate in the decision-making process, in the student's commitment to learning through choice, in the opportunity to use meaningful language in real situations, and the ability to interact with peers and the teacher in an informal atmosphere.

As pointed out by Stevens (1983), the AC approach allows for the application of Piagetian theories of cognitive development. According to Stevens, Piaget states that children must operate on their own environments so as to build personal sets of meaning from experience. Piaget characterizes cognitive development as a sequence of mutually interrelated stages. Individuals advance through these stages as a result of their interactions with the environment. It is the individual's attempt to assimilate increasingly complex and abstract aspects of their environment that promotes cognitive development. The AC approach promotes cognitive development through hands-on, active interaction with the learning environment. The importance of active, student-centered learning has also been emphasized in other second language acquisition literature (Northcutt & Watson, 1986; Taylor, 1983; Lapkin & Cummins, 1984).

Cooperative Learning. Northcutt and Watson (1986) advocate the use of cooperative learning techniques in the heterogeneously grouped classroom. Cooperative learning involves structuring classrooms so that students work together in small cooperative teams. The team is given a group grade so students help each other to succeed at each task. This approach differs from the traditional teaching methods that are highly competitive, and individualistic. The benefit of cooperative learning can be

seen in increased achievement, improved race relations, and prosocial development (getting along with others).

The cooperative learning classroom benefits both the native English-speakers and the LEP students. The students participating in cooperative learning activities are involved in active learning and inquiry, rather than passive, receptive learning. Peer pressure makes it important to learn and every student has the opportunity to be a tutor and develop leadership skills. Teaching others requires higher cognitive skills and leads to greater retention through active interaction with the material. Students become interested in the welfare of others as the group works together toward the goal of everyone mastering the information. Working in small groups, the students have more opportunity for face-to-face interactions and receive more comprehensible input than in whole group instruction.

Several types of cooperative classroom activities are described by Northcutt and Watson. These include activites such as: Student Teams Achievement Division (STAD), Jigswaw I and II, and Teams-Games-Tournaments (TGT). These activities are described in detail in Kagan (1985) and Slavin (1980). Cooperative learning increases student motivation and appears to be especially appropriate for minority and low income students who are more cooperatively oriented than majority and higher income students (Kagan, 1986).

Research and Related Studies

Structured English Immersion. The U.S. Department of Education has commisioned a longitudinal study on structured English immersion (Crawford, 1986). This study describes immersion as:

"Immersion--sometimes known as 'sheltered English'--differs in important ways from submersion, also known as 'sink or swim.' While subjects are taught in the second language, immersion instruction is geared to students' level of English proficiency. Also, the teacher is often fluent in the students' native language" (p.10). The study, which began in 1984, will compare the effectiveness of three instructional programs at the elementary school level for Hispanic LEP students: transitional bilingual education, maintenance bilingual education, and structured English immersion.

Keith Baker of the Education Department's office of planning, budget, and evaluation is the government project officer for the study. Baker has been advocating the use of a structured immersion appoach to replace bilingual education programs based on his 1981 review of evaluation research (Baker & de Kanter, 1981). The initial results of the structured immersion study have yielded unexpected results for Baker and other critics of bilingual education (Crawford, 1986). Initial reports reveal that LEP students in bilingual programs consistently outperformed immersion strategy students in reading, language-arts, and mathematics tests conducted in both English and Spanish. There appears to be an inverse relationship between the amount of time spent in English and the level of English language performance. The immersion students who received the most English language instruction performed poorly in English and the more native language instruction the students received, the better they performed in English. However, as emphasized in the report, no conclusions can be drawn this early in the study. Many factors may have affected the results including the fact that all 32 immersion classrooms being studied

are new programs. The four year study will be completed in the spring of 1988.

University Level Sheltered Instruction. Marjorie Wesch, the head of Research and Evaluation at the Centre for Second Language Learning at the University of Ottawa is currently conducting an experimental program in subject-matter language teaching which began in 1982 (Wesch, 1984). She studied the progress of a group of 45 students in a sheltered psychology class. The students were compared with students in a regular psychology class and students in a regular language class. She found that the students in the sheltered classes essentially got "something for nothing". They mastered the regular subject matter and at the same time they significantly improved their second language proficiency and their self-confidence when using the language. Wesch concludes that university courses can be structured and presented so as to lead to substantial improvement in second-language skills.

Marguerite Snow (1984) at UCLA has been involved in a program similar to Wesch's sheltered program. At UCLA an "adjunct model" of language instruction has been developed for "high risk" entering freshmen. In the adjunct model, language courses are linked with content courses to better integrate the reading, writing, and study skills required of the two disciplines. Snow describes the program in which intermediate ESL courses are coordinated with an introductory psychology class. The psychology class is not "sheltered", as native and non-native students are mixed, but the ESL teachers incorporate the psychology content in their curriculum. This program has been very effective in meeting the academic and language needs of ESL students.

English as a Second Language Literature (ESLIT). A study was recently conducted by Anna Chamot, project director of the InterAmerican Research Associates, Inc., on English as a Second Language Literature (ESLIT). The ESLIT study (National Clearninghouse for Bilingual Education, 1985) describes the current state of the art in four areas related to ESL instruction: (a) instructional approaches, (b) organizational patterns, (c) instructional materials, and (d) second language learning theories. The study reviewed recent ESL literature and interviewed professionals in the field. Some of the findings which are relevant to sheltered English instruction include:

1. Cognitive and content-based approaches may be most appropriate for meeting instructional objectives related to literacy skills and the development of academic language skills.

2. Native language support is reported to improve the effectiveness of ESL instruction.

3. Most of the materials surveyed do not meet students' academic language needs.

4. Few instructional materials reflecting cognitive and content-based approaches exist.

Some of the implications for practice resulting from this study include:

1. Teachers should: (a) use instructional approaches that develop the academic competence of students (i.e., teach content along with language or focus on conscious learning of academic language skills), and (b) develop teacher-made instructional materials by adding content-based activities to English language instruction and adapting mainstream instructional materials for ESL use.

2. Curriculum developers should: (a) correlate the ESL curriculum with the mainstream curriculum at each grade level, and (b) develop ESL materials that teach concepts and subject matter as well as language skills.

3. Administrators should plan native language support services for LEP students.

Center for Language Education Research (CLEAR). The Center for Language Education Research (CLEAR) recently sponsored a seminar of content-based language instruction (Crandall & Willetts, 1986). The conference, which was held January 6th, 1986, was organized to discuss ways in which language and content instruction can be effectively combined, the kinds of programs and materials that exist, and the needs or problems that must be addressed by CLEAR and others, to facilitate this integration. The goals of the seminar were to:

1. identify ways in which language instruction and academic content instruction can be successfully combined, regardless of the language;
2. identify model programs, promising teaching methodologies, materials, and other resources;
3. provide direction for future program development by identifying needs in teacher training, materials, curriculum and research;
4. summarize and disseminate information about the current status and needs in content-based language instruction; and
5. provide guidance for future CLEAR activities. (p. 1)

Several research issues emerged from the seminar. Some of the needs that were identified include:

1. The need for more studies to evaluate the relative efficacy of

combining language and content instruction.

2. The need to document the differences in program models and their relative effectiveness; for example, to compare the effect of programs that use ESL teachers to teach content and those that integrate students into regular content classes (either taught by teachers who have been trained to simplify their language and accommodate language-minority students or by regular classroom teachers).

3. The need to identify characteristics of effective programs and establish evaluation criteria--from teaching methodology, to materials adaptation and selection, to parental involvement, and so on.

4. The need to document and disseminate information about successful materials, curriculums, instructional programs, teacher training and professional development efforts, and evaluation and assessment instruments. (p. 7)

It is apparent from this review of literature that there is a growing interest in teaching English through content. Content-based instruction is seen as a means of developing the cognitive academic language skills students need to be successful in the classroom. Sheltered English instruction combines content and language teaching using special instructional techniques. The question remains: "How can these techniques best be integrated into the total program for LEP students?". This study looks at the role of sheltered English in the SDUSD and makes recommendations for modifications based on the teachers' responses and the literature review.

Method

Subjects

The San Diego Unified School District was selected for this study as it is the only school district in the San Diego County currently implementing a sheltered English program in the elementary schools. Although other districts use sheltered English teaching techniques, they do not have sheltered classrooms in which the LEP students are grouped separately from native English-speakers. The four elementary schools selected for this study will be referred to by using the randomly assigned labels of Schools A, B, C, and D. These schools were selected as they are the only elementary schools in the district with a sheltered program. (Other schools in SDUSD have groups of Indochinese students grouped together for sheltered instruction but they are not separated from native English-speakers in the classroom.)

The population of this study consisted of all16 elementary sheltered English teachers in the four schools. Of the16 questionnaires distributed, 12 (75%) were completed and returned. The teachers responding to the questionnaire have been teaching from 5 to 30 years with an average of 15 1/2 years. All the teachers had volunteered to teach in the sheltered English program and have been doing so from 1 to 7 years with an average length of sheltered English teaching of 3 years. Ten of the teachers worked with LEP students before teaching sheltered English (from 1 to 6 years). Two of the teachers worked with LEP students as an ESL pull-out teacher and 8 as a regular classroom teacher. Six teachers speak a second language, with fluency varying from limited to fluent. Three teachers speak Spanish, 1 speaks French, 1 speaks Yugoslavian, and 1 speaks

Norwegian. Three of the teachers learned the second language at home, 2 in school, and 1 in school and abroad. Four of the teachers had lived in a foreign country. The countries included Spain, France, Japan, England, Samoa, and Yugoslavia. The time spent living abroad ranged from 1/2 year to 3 1/2 years.

The class size of the sheltered classrooms ranges from 20 to 35 students with an average class size of 28 students. Grade levels include kindergarten to 6th grade. The majority of the students in the sheltered English classrooms speak Laotian, Vietnamese, or Cambodian. Table10 illustrates the number of children speaking the various minority languages. The dominant minority language group represented in School A is Laotian, School B and School C is Vietnamese, and School D is Cambodian.

Insert Table 10 about here

Instrument

Information used to develop a questionnaire to assess the attitudes of the respondants toward the current status of the program was gathered from reviewing the literature, observing classrooms, and interviewing teachers and administrators involved in the sheltered English program. The questionnaire was field tested by several profesionals in the field and modifications were made based on the feedback received.

The questionnaire consists of three sections. Section I uses a short answer format to gather information about the program, the teacher, and the classroom. Section II consists of five open ended questions about the program. Section III uses a 6 point Likert-scale to assess teachers'

attitudes in five areas: inservice training, curriculum, program organization, student progress, and program support. The teachers were asked to rate their level of agreement with a series of 70 statements about the program (0=not applicable; 1=strongly disagree--5=strongly agree) and the quality and quantity of teaching materials (0=not applicable; 1=very poor--5=excellent). A copy of the questionnaire is included in Appendix A.

Insert Appendix A about here

Procedures

This study began in the fall of 1985 by contacting the principals of each school, observing classrooms, and talking to teachers and administrators involved in the sheltered English program. The questionnaire and a research proposal was written in February of 1986. The proposal was submitted for approval in March, 1986 to the Research and Evaluation Department of the SDUSD. Approval was received and the questionnaires were distributed in March, 1986. Questionnaires were delivered to three of the schools and placed in the teachers' school mail boxes. The questionnaires for the fourth school were sent by U.S. city mail as the site administrator at that school did not wish to burden the teachers with more paperwork. Those questionnaires distributed by city mail were returned in the enclosed self-addressed, stamped envelope. Those delivered to the schools were picked up one week later at the school site. Teachers who did not return the questionnaire at that time received a follow-up letter and a self-addressed stamped envelope in which to return the questionnaire. A second follow-up letter was sent to teachers who had

not returned the questionnaire after two weeks. Two telephone calls were made to teachers who had not responded. Teacher's concerns and questions about the study were answered in these telephone conversations and those questionnaires were received shortly thereafter. The 12 questionnaires returned were received within four weeks after distribution.

Results

Section I

Teacher training. All of the teachers have attended district inservice workshops ranging from 5 to 30 hours with an average of 11 hours of inservice training. 1 teacher reported having taken related university coursework, 2 had attended conferences, 5 reported self-study, and 2 had "other training" such as piloting and editing the ELEPS (English for Limited English Proficient Students--the ESL program in the SDUSD schools) program, teaching Spanish and involvment in a Spanish immersion program.

Instructional aide. Eleven teachers had an aide working in the classroom from 1 hour to 6 hours/day with an average of 4 hours/day. Seven of these classroom aides spoke another language. Five of the aides spoke Spanish, 1 spoke Laotian, and 1 spoke Vietnamese. However, there may have been some confusion in responding to this question and some teachers may have included the school's primary language aide in this category.

Primary language instruction. Instruction in four different primary languages is offered in the sheltered English program: Vietnamese, Laotian, Cambodian, and Hmong. The primary languages offered in each school are listed in Table 11.

Insert Table 11 about here

Division of time and subject matter. The amount of time the students spend in the sheltered classroom, primary language instruction, and mainstreamed instruction varies among schools and among classrooms within a school. Depending on the school, some subjects taught in the primary language are also taught in the sheltered classroom while others are not. Table 12 summarizes the division of time and subject matter which occurs in various patterns in each school.

Insert Table 12 about here

Section II

Type of inservice program desired. The most frequent response to this question suggested that the teachers felt that they had received adequate training and did not feel a need for more inservices. Several teachers said that the inservices they had received had been very good and the new teachers would probably be interested in more inservices but that these should not be required for teachers who have attended previously. Others indicated one or two a year would be sufficient, including one day/year released time to communicate with other sheltered classroom teachers. Those that did indicate inservice topics made the following suggestions:

1. Culture - Culture was suggested by three teachers including "cultural customs", "review of cultures", and "psychological profile of

Indochinese - post war".

2. Testing - Testing was mentioned by two teachers including "how to test the kids for placement" and "how to test (easier and faster)".

3. Informal meetings - Informal meetings were suggested by two teachers to share ideas, discuss problems, and help new teachers.

4. Other suggestions - Other suggestions, mentioned by one teacher each, included "sequencing the development of reading skills and suggested pacing", "preparation for the LDS credential", and "preview of materials".

Perceived strengths of the sheltered English program. This question received the greatest number of comments and the most frequent response could be summarized in a statement made by one teacher, "You teach to the gleam in their eyes". In other words, teachers are able to teach to the students' level all day (instead of the students sitting back with busy work while English speaking children are being taught at their level). Several teachers also mentioned the secure, non-threatening, non-competitive atmosphere which leads to self-confidence, low-anxiety, and increased learning. The ability to tailor the program specifically to the unique needs of the LEP students was mentioned several times including the ability to adapt the pacing as needed, the ability to stress English and vocabulary building, and the ability to be flexible in dealing with individual differences in English fluency. Other strengths mentioned included: an aide whose primary language is the same at the students, the primary language teacher taking students out of the classroom for one hour/day which reduces the class size, good materials, excellent co-workers, excellent guides, more fluent English speakers helping non-English speakers to adjust, and the ability to meet the students' desire to have books. All

teachers responded positively to this question, many quite enthusiastically.

Perceived weaknesses of the sheltered English program. The most frequently mentioned weakness was the segregation of the students. Related to this was the difficulty of stopping native language conversations, the lack of exposure to the district language program (with more exposure, capable students half way through the ELEPS program could become familiar with the concepts even without total understanding), difficulty of exiting students, and the need for a bridging class for those children who are close to working at grade level. Also mentioned was the need for more sheltered English classrooms so no child is placed in a pull-out program (because teachers don't understand the program they are hesitant to volunteer to teach sheltered English), the need for smaller classes and more aide time, and the need for supplies such as sequential ELEPS lessons and AV materials on time.

Teachers' view of the overall effectiveness of the program. Responses to this question were brief and to the point: "excellent", "very good", "very effective", "extremely effective", "good!". 100% of the responses were very positive.

Changes suggested to help create a more effective program. Several teachers mentioned changes needed in procedures for transitioning the students. It was suggested that more transition classrooms are needed and quicker placement of students who are ready to be transitioned. (A transition classroom is a bridging class for students who are beginning to work near grade level but who are not ready for the mainstream classroom.) Also mentioned was the need for more sheltered classes, smaller classes and more aide time. One teacher suggested that the site administrator

should attend inservice classes with the sheltered English teachers so that communication concerning laws, testing, budgets, etc. could be more effective. Greater availability of ESL materials was mentioned and one teacher suggested "Bus! With real experiences - you get the most motivation to communicate." It appears this means a bus should be available for frequent field trips to provide the students with experiences which would stimulate communciation. Five teachers did not respond to this question.

Section III

A summary of responses on Section III of the questionnaire is given in Tables 13, 14, and 15. The mean response is presented for each item for the total population and by grade level. The percent of teachers responding with "high agreement" (4 or 5) and the percent of teachers responding with "disagreement" (1 or 2) is also presented. This information will be discussed for each of the five parts of Section III: inservice training, program organization, student progress, program support, and curriculum.

Insert Tables 13, 14, and 15 about here

Part A - Inservice Training. The results of Part A again reflect the teachers' feelings that the inservices have been very good (75% agreement) but more frequent inservices are not desired (54% of the teachers disagree that more frequent inservices are needed). 67% feel they have received adaquate training in the field of teaching sheltered English. The inservice topics are presented in rank order in Table 13 according to the total mean

score. The percent of teachers agreeing (responding with "4" or "5") is also presented and may be a more accurate reflection of rank order due to the wide range of responses. The ranking order for primary grades (K-3) and intermediate grades (3-6) is also listed in Table 13. There are noticeable differences between the primary and intermediate grade teachers in two areas: techniques for improving English pronunciation skills and English oral language proficiency testing. The complete results on Part A is presented in Tables 14 and 15.

Part B Program Organization. Teachers agree that grouping all the LEP students together for sheltered English instruction is effective (92% agreement). 75% of the teachers agree that grouping the LEP students by English ability would be more effective than grouping by grade level (within a limited age range). Only 17% of the teachers felt that LEP students should spend more time in primary language instruction. The primary language component is usually taught by an instructional aide due to the lack of credentialed Indochinese teachers. It is difficult to find qualified people to fill these aide positions as higher paying jobs are available to those fluent in the Indochinese languages. The complete results on Part B can be seen in Tables 14 and 15.

Part C Program Support. The teachers' strong support for the sheltered English program can be seen in their responses to questions 1 and 9. 92% of the teachers feel that sheltered English is more effective than pull-out ESL programs and 100% agree that the overall effectiveness of the sheltered English program is very good. Only 33% of the teachers feel that the second language resource teacher provides sufficient support services for the sheltered English program. The responses regarding parent

participation reflect the lack of parent involvement in the program. See Tables 14 and 15 for the complete results for Part C.

Part D Student Progress. There was a wide range of responses to the questions in Part D. There are very few extremely high or low scores. The highest level of agreement (83%) indicates that (a) the decision to promote or retain the LEP students is primarily based on teacher judgement, and (b) the district has clearly defined guidelines and procedures for monitoring the progress of the LEP students. The complete results on Part D are presented in Tables 14 and 15.

Part E Curriculum. The results on Part E indicate that 100% of the teachers modify the curriculum in terms of content and pacing. Desire for more direction and guidelines from the district is very low. 54% of the teachers disagree that the curriculum guides need to modified for the LEP students and only 25 % feel that a separate curriculum guide is needed for sheltered English. 64% of the teachers disagree that more direction from the district is needed in terms of content, pacing, or selection of appropriate grade level text. Comments on this section indicate that the teachers do not feel that district administrators, who never even see the students, should be making decisions about student needs. One of the advantages of the sheltered program is the teachers are able to adapt the curriculum to the needs of the student and they are not locked into following a rigid curriculum.

Different schools teach different subjects in the three components of the sheltered English program (mainstream instruction, sheltered English, and primary language instruction). Social studies is not taught in the sheltered component of one school, while a teacher from another school

expressed frustration at being required to use a grade level text to teach social studies. Some sheltered classes teach subjects that are also taught in the primary language, and others do not. The use of primary language instruction also varies across schools. Some schools provide primary language support to all the students in the sheltered program while others only involve the students who "need" it. Classroom observation revealed that some students are receiving instruction in English from the primary language teacher.

Part E of the questionnaire is divided into two sections. A new scale is used in the second section which asks the teachers to rate the quality and quantity of district materials. The ELEPS materials received the highest ratings with 100% of the teachers rating the quality as "good" or "excellent" and 83% rating the quantity as "good" or "excellent". Refer to Tables 14 and 15 for the complete results for Part E.

Discussion

Inservice Training

In the area of inservice training, it is apparent that the teachers feel they have received adequate training in the field of teaching sheltered English. Although teachers rated the quality of inservices as very good, the real measure of its effectivess is in its application in the classroom. To determine how effectively the teachers are using sheltered teaching techniques, observations need to be done on a frequent basis.

Rather than spending time organizing inservices in areas that may not be perceived as useful by the sheltered English teachers, the second language resource teachers could spend time in the classrooms observing and assessing the needs of the teachers. Parker (1985) has created L_2

acquisition checklists that could be useful in classroom observations. Inservice topics could then be developed based on the observations and personal interactions with the teacher. This would also help establish a closer working relationship between the second language resource teachers and the sheltered English teachers. This seems to be lacking at this time as evidenced by one teacher's comment regarding the second language resource teacher, "Do we have one?".

Program Organization

Certain changes in program organization and grouping could be beneficial to the program. Two situations currently exist in which students' needs are not being met:

1. Not all students are currently receiving primary language instruction. If a Cambodian student is attending a school where the minority language is dominately Vietnamese and the primary language instruction is only offered in Vietnamese, this child receives no primary language instruction.

2. Non-English speaking students are not receiving the type of general language instruction needed to prepare them for sheltered English instruction. When a non-English speaking student enters the sheltered English program, s/he is placed in the appropriate grade level with other LEP children of various levels of fluency. According to the literature, children need to have some level of proficiency before they can benefit from sheltered subject matter instruction.

These two situations could be improved by centralizing the district resources. Certain schools could be selected as centralized locations for primary language instruction. These schools would also house regular

English-only classrooms and sheltered English classrooms. The children could then be bused to these schools where they could participate fully in the three components of the sheltered English program. There would be sufficient numbers of students to create a primary language classroom and a higher quality of instruction could be offered by centralizing all the primary language teachers and materials in one location.

The needs of the new, non-English speaking students could be met by creating "Language Centers" to help students develop basic communication skills and prepare them for sheltered subject matter teaching. The Language Development Specialist in charge of the Language Center would work closely with the primary language teacher in helping students in the process of acculturation, as well as in meeting their language needs. These language centers would be a temporary assignment for children until their basic comunication skills were sufficiently developed to allow them to participate successfully in the sheltered English classroom. Students in the Language Center would receive primary language instruction, mainstream instruction and general language teaching. After the children reached a specified level of fluency, they would transition into the sheltered English classroom. An alternative use of the Language Center could be to place the new students in the sheltered English classroom and pull them out for instruction in the Language Center.

Other modifications in the primary language component of the sheltered English program could improve the quality of instruction. As it is difficult to find credentialed teachers who are bilingual in the Indochinese languages, this component is usually taught by an instructional aide. It is even difficult to find instructional aides, as higher paying jobs are

available for those fluent in the Indochinese languages. Due to the critical shortage of Indochinese teachers, efforts should be made to provide qualified people with emergency credentials or waivers which would allow them to receive a teacher's salary. These individuals could receive training and supervision from the Language Development Specialist while working towards a full credential.

The time students spend in primary language instruction is currently focused on mathematics and social studies. It would be more advantageous to spend this time in instruction of primary language literacy skills. Reading skills are the most important for success in school and instruction in primary language reading and writing would provide the students with valuable skills that would later transfer to English. The students would also benefit socially and emotionally as teaching reading in the primary language would increased the status of the language and improve the child's self-concept.

Based on the review of literature and the teachers' responses to the questionnaire, the following suggestions on program organization and grouping may also be helpful in strengthening the current program.

1. Provide more frequent, consistent, mainstreaming in art, music, and P.E.

2. Provide more frequent, consistent, primary language instruction.

3. Create more transitional classrooms for students working close to grade level but not ready for mainstream instruction.

4. Individualize the mainstreaming process by mainstreaming gradually into subject matter in which the student has special interest or skill. It does not have to be an all-or-nothing process.

5. Limit class size to 20 students.

Program Support

The sheltered English teachers' support for the program can be seen in the 100% agreement that the overall effectiveness of the program is very good. However, there were several indicators of dissatisfaction with the site administrator. One teacher suggested that the administrator attend the sheltered English inservices so that he would have a better understanding of the program. This seems like a good idea that might solve similar concerns expressed by other teachers. Several teachers expressed dissatisfaction at not being given the flexibility and support needed in making decisions concerning curriculum. In general, the teachers feel that they are professionals and should be treated as such. They feel they should be allowed to make decisions on the pacing and the selection of text books for their classroom. If the site administrator had a better understanding of the sheltered program, s/he might better understand the choices the teachers were making.

Parental involvement in the sheltered English program is clearly lacking. Parent involvement is important in any school program, but it is especially important in programs for minority students. There are several ways parents could become more involved in the school activities. The teachers (75%) expressed an interest in learning more about the home culture of their students. The Indochinese parents that speak English could help involve the non-English speaking parents in preparing a series of presentations and discussions about their culture. A bilingual aide could be hired as a community liaison to recruit parent volunteers, plan activities and projects for parents, and assist in home-school communication.

involving the parents, the culture, and the values of the minority group may help to prevent the "cultural ambivalence" many language minority students experience when immersed in a majority language school.

Student Progress

The SDUSD is currently developing guidelines for promotion and retention. One of the teachers suggested the need for a special report card for sheltered English students. This may be a good time to develop a new report card, taking into consideration the new promotion and retention guidelines.

The primary grade teachers agree (60%)that the students receive adequate support in making the transition to the regular classroom. However, the intermediate grade teachers do not agree (0%). This may reflect the fact that these students are entering middle school and this is where the support is lacking. Effort should be made to ensure that the sheltered English students receive special programs in the middle school to help them make the transition to mainstream English instruction.

Curriculum

It is clear that there is very little coordination among the schools in the division of time and subject matter in the sheltered English program. Effort should be made to establish a district-wide policy in regard to the role of primary language instruction and mainstream instruction in the sheltered program. Teachers and administrators should be well informed of the purpose of these components so that their importance is not overlooked. Suggestions for expanding the mainstream component of the program are presented below.

The cooperative learning techniques described in the literature review

are recommended for use in a heterogenously grouped classroom. This allows the LEP students to participate in purposeful communication with native speakers. These techniques, which have been shown to improve academics, English language skills, as well as race relations, are not possible in the homogenously grouped sheltered English classroom. However, there are several ways in which these successful techniques could be incorporated into the sheltered English program.

At the present time the LEP students are mainstreamed for a very limited amount of the day (from 1-4 hours/week). The amount of time could be increased in a manner that would be very beneficial to the LEP as well as the native English speaking students. The following are suggestions for modifying the science curriculum to encourage cooperative and student-centered learning:

1. Establish teaching partners by pairing every sheltered classroom teacher with a regular classroom teacher at or near the same grade level(s).

2. Prepare to team teach science by planning the topics and objectives, developing a schedule, dividing responsibilities, etc.

3. Develop "Rotation Science Centers" as described by Kagan (1985) consisting of three parts: (a) initial lecture/demonstration - which would be done by each teacher in his/her own classroom allowing the sheltered teacher to use sheltered teaching methods in presenting the new concepts; (b) copperative learning activities - use a team approach (i.e., "Jigsaw" activities as described by Kagan (1985) and Slavin (1980)) to master the content with teams heterogenously formed with children from both classes; (c) rotation activity centers - provide hands-on activities for

teams to do together that encourage the scientific process of observing, formulating, hypotheses, testing hypostheses, and drawing conclusions.

Science lends itself nicely to teamwork as there are many opportunities for hands-on activities. The teachers reponding to the questionnaire rated the quality of science materials very low (no one rated the quality of science materials above "fair") so changes in the science curriculum might be especially appropriate for these schools.

Research Recommendations

The results of this study clearly indicate strong agreement among teachers that the sheltered English program is extremely effective. More studies need to be conducted in order to document the effectiveness of the program. The studies currently in progress (Crawford, 1986) involve Hispanic students in a full bilingual program with a strong primary language component. This is very different that the program in the SDUSD in which the Indochinese students receive most of the instruction in English with some primary language support. Since there is a lack of resources in our country (primary language teachers, curriculum materials) for instruction in the Indochinese languages, it is unlikely that a full bilingual program will ever be a possibility for these students. Therefore it is important to determine the most effective curriculum design and instructional techniques for these children.

The Indochinese students in the SDUSD are receiving instruction in three different educational settings:

1. The sheltered program as described in this study.

2. "Sheltered" grouping within a regular classroom in which some primary language support is provided.

3. Mainstreamed instruction in schools with very few Indochinese students (and a bilingual individual learning plan (BILP)).

A study comparing the progress of the Indochinese students in these three different learning environments would help to evaluate the effectiveness of each program. Although most sheltered English teachers believe that grouping the LEP students together for instruction is one of the strengths of the program, the problem of isolating the students from native speakers is also apparent. Those students in sheltered English are able to receive more instruction directed at their level of English fluency. The students in sheltered grouping in the regular classroom are able to interact much more frequently with native speakers. Each program has its advantages and its disadvantages. A study comparing these two programs would be helpful in determining the effects of these different grouping patterns. Within the sheltered program itself, it may be useful to compare students receiving different amounts of primary language instruction and mainstreamed instruction.

Conclusion

Combining content teaching and language teaching is clearly more effective than teaching language in isolation. Sheltered English instruction allows students to learn language through its use in subject matter teaching. This method of instruction provides the students with the language skills needed in the school environment. It should be emphasized that sheltered English is not a substitute for bilingual education. Whenever possible, bilingual education should be used to provide the optimal program for LEP students. Sheltered English can be used as an added component to a bilingual program to prepare the students for transition to mainstream

English, or it can be implemented to meet the needs of students from impacted language groups. Impacted languages are those designated by the Superintendent of Public Instruction on the basis of the shortage of credentialed bilingual teachers and curriculum material. In this context, a sheltered English program meets the legal requirements for the implementation of bilingual programs in California.

In the education of children from the impacted language groups, effort should be made to avoid the use of sheltered English as a form of monolingual English immersion. Instruction in the primary language of the students should be implemented as fully as possible. Primary language instruction enhances the cognitive development of the students and raises the status of the minority languages. A well-rounded curriculum of primary language instruction, sheltered English instruction, and mainstream instruction can provide an effective program for the limited English proficient students.

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Table 1

Sheltered English Instructional Techniques

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1. Students' English oral language development and comprehension are emphasized.
2. Teacher uses only English.
3. Lesson pacing and schedule are modified to form bite-sized units of instruction.
4. Teacher uses natural language but simplifies his/her language to match the level of student comprehension.
5. Teacher uses props to demonstrate what is said:
   a. gestures, body language, physical action
   b. media: visuals, charts, overheads, filmstrips,
   c. manipulatives, realia
6. Teacher confirms students' comprehension of lesson by frequent checks of student responses:
   a. non-verbal: physical action or product
   b. verbal
7. Teacher adapts materials:
   a. selects key ideas from lesson to teach
   b. reads aloud and discusses key ideas from text
   c. utilizes picture reading for texts and study prints
   d. summarizes orally main points of lesson
   e. selects worksheets which are highly visual
   f. turns off sound and narrates filmstrips
8. Language experiences reading approach is used for initial literacy skills in L_2

Note. From HBJ Science Materials by S. Oberst, 1985. Paper presented at inservice workshop. San Diego, CA.

Table 2

Practical Classroom Implications

A. Ways to make English speech comprehensible by:
   1. Simplifying the input: Motherese, Caretaker/Foreigner's talk
      a. slower speech rate
      b. clear enunciation
      c. controlled vocabulary/idioms, high frequency words
      d. controlled sentence length/complexity
   2. Adding contextual clues
      a. kinesics: gestures, facial expressions, acting out meanings
      b. concrete referents: props, realia, visuals, etc.
   3. Promoting communicative interaction: negotiating meaning
      a. confirmation checks: Is this what you're saying?
      b. comprehension checks: Do you understand what I'm saying?
      c. clarification requests: What do you mean by that?
      d. repetitions
      e. expansions: restatements, antonyms/synonyms, explanations
      f. variety of question types including many wh - questions
      g. interdependent dialogue: each party has information the other does not have and they exchange/negotiate meanings
      h. "two-way" tasks
      i. personalize the conversation

B. Ways to enhance the comprehensibility of a reading in English
   1. Focus on form
      a. preview new structures and vocabulary
      b. simplify the reading material
   2. Focus on content/meaning
      a. discuss pictures in the book, related pictures, or added pictures
      b. discuss the title
      c. discuss the context: year and place of publication, format, context of the reading among other readings, author, etc.
      d. set up questions or predictions with students related to the reading; reading for a purpose
      e. have students read what they already know or are interested in
      f. have students read their own or their classmates own words
      g. have students read in English what they have already read in L_1
      h. preview the content, concepts, key ideas of the reading in L_1 and/or sheltered English

Table continues

Table 2 (continued)

C. Ways to enhance ESL lessons

1. Don't correct structural errors; model correct forms and correct/negotiate content or meanings
2. Focus on topics or notions not structures, meaning not grammar, function or purpose not form, especially in initial stages
3. Emphasize comprehension vocabulary as opposed to productive vocabulary in initial stages
4. Use commands to enhance the "silent period" (TPR)
5. Expect a lot, but praise a lot; promote a "can-do" attitude and the context associated with majorities learning a second language
6. Teach the language of the occupation of "student"
   a. what needs to be done, assignments
   b. assemble and organize materials
   c. perform the activity or lesson
   d. monitor/evaluate for correctness, comprehension, etc.
   e. wrap-up/clean-up, summaries or conclusions

D. Ways to use L_1 to support English achievement

1. Diagnose student achievement levels (initial and ongoing) in L_1, and adjust the level of instruction to match
2. Teach language arts, social science, science, and math concepts and applications well in L_1 (avoid switching to English when the cognitive demand is high)
3. Use L_1 in some part of the curriculum (language arts, science, social science) after reclasification (25% - 33% of the time)
4. Promote individual projects in L_1
5. Allow students to use L_1 in class
6. Have parents use L_1 at home: reading, writing, explaining, clarifying, expanding, questioning, evaluating, delving, in dialogues, "two-way" tasks, etc.

E. Ways to improve student status

1. Treat low achievers as high achievers (T.E.S.A.)
2. Promote "dyads" with low status students helping high status students or the teacher
4. Teach/learn the low status language
5. Have teachers use the minority language at school outside the limited domain of the L_1 reading group
6. Identify the pupil's culture and highlight the cultural contributions of that culture in the classroom, the school, the community, the nation, and the world.

Note. From Sheltered English: Theory to Practice by D. Parker, 1985. Paper presented at inservice workshop, San Diego, CA.

Table 3

Major Differences in Program Characteristics Between Canadian Immersion Programs and Proposed Immersion Programs for Language Minorities in the United States

	Canadian Immersion Programs	*Proposed Immersion Programs in the United States*
Program Goals	Enrichment bilingualism: L_1 is developed fully; L_2 is developed to a high degree.	Displacement bilingualism: L_2 is developed to a native-like proficiency; L_1 is phased out of the academic program.
	Academic achievement occurs in both L_1 and L_2.	Academic achievement occurs in L_2 only.
	Native cultural knowledge is recognized and developed; L_2 culture is added for enrichment.	L_2 cultural development is central; L_1 culture is to be maintained by the home.
Program Design	Begin with L_2 only; no L_1.	The program begins with L_2; maybe some L_1.
	Instruction in L_2 ultimately is decreased to about 40 percent.	Instruction in L_2 ultimately is increased to 100 percent.
	Instruction in L_1 is increased commensurately with a decrease in L_2.	L_1 is phased out of the program within two to three years.
	L_2 methodology is based on the comprehensible input notion.	L_2 methodology is based on the comprehensible input notion.

Note. From "The Inadequacy of English Immersion Education as an Educational Approach for Language Minority Students in the United States" by E. Hernandez-Chavez, 1984, In Studies on Immersion Education: A Collection for United States Educators (pp 155). Sacramento: California State Department of Education.

Table 4

Comparison of the Sociocultural Features of Canadian Immersion Students and Language Minorities in the United States

	Canadian Students	*Language Minorities in the United States*
Sociopolitical Status	Students are members of the majority group in society.	Students are members of a minority group.
	Students come mainly from the middle socioeconomic group.	Students come mainly from the lower socioeconomic group.
	Parents have control over political and economic resources.	Parents have no control of resources.
	The school program is designed to serve the needs of this group.	The school program is designed to serve the needs of the majority society.
Sociolinguistics	L_1 is the dominant language. It has prestige in society and has institutional support.	L_1 is the subordinate language. It is unvalued in society and has little institutional support.
	L_1 is fully maintained. The child keeps and develops native cultural identity.	L_1 is often lost. The child is alienated from both L_1 and L_2 cultures.
	L_1 is standard. Its forms are considered correct; this language is considered the only appropriate vehicle for technical and academic learning.	L_1 is nonstandard. Its forms are considered corruptions of correct speech. This language is considered inappropriate for learning of advanced concepts.
	L_2 is standard but incompletely learned; deviations are considered natural for L_2 learners.	L_2 is nonstandard. Deviations are seen as problems for academic learning.

Note. From "The Inadequacy of English Immersion Education as an Educational Approach for Language Minority Students in the United States" by E. Hernandez-Chavez, 1984, In Studies on Immersion Education: A Collection for United States Educators (pp. 167). Sacramento: California State Department of Education.

Table 5

Programme for Limited-English Speaking Students

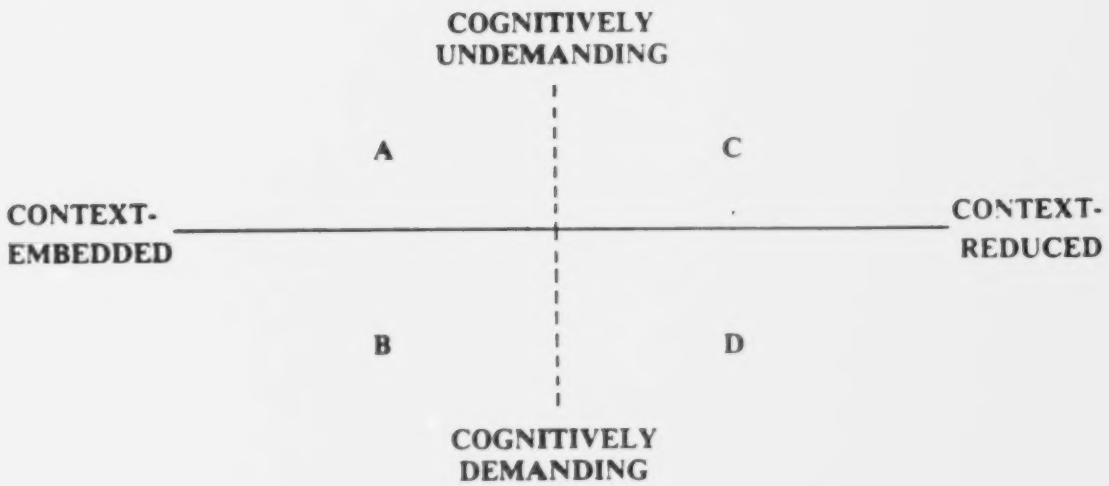
Programme for limited-English speaking students

Level	Mainstream	Sheltered	First language
beginning	art, music, physical education	english as a second language	all core subjects
intermediate	art, music, physical education	english as a second language, mathematics	social studies
advanced	art, music, physical education, mathematics	english as a second language, social studies	enrichment
mainstream	all subjects	–	enrichment

Note. From "Immersion: Why it works and what is has taught us" by S. Krashen, 1984, Language and Society, 12, p. 63.

Table 6

Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities



Note. From "The Role of Primary Language Development in Promoting Educational Sucess for Language Minority Students" by J. Cummins, 1985. In California State Department of Education (Ed.) Schooling and Language Minority Students: A Theoretical Framework (p. 12). Los Angeles: California State University, Evaluation, Dissemination and Assessment Center.

Table 7

Curriculum Design for LEP Pupils (K-6)

Phases	L_1	Sheltered English (non-native instruction)	Mainstream English (native-like instruction)
I (NEP) (first and second year)	Language Arts Math Science/Health Social Studies	ESL Art/Music/P.E.	ø
II (LEP) (third and fourth year)	Language Arts Math Science/Health Social Studies	ESL Math* Science/Health* Social Studies*	Art/Music/P.E.
III (LEP) (fourth and fifth year)	Language Arts	Lg. Arts (transitional) Math Science/Health Social Studies	Art/Music/P.E. Math* Science/Health* Social Studies*
IV (FEP) (fifth through the seventh year)	Language Arts (direct instruction or via content areas)	ø	Language Arts Art/Music/P.E. Math Science/Health Social Studies

*Content-embedded lessons and activities

Note. From "Sheltered English: Theory to Practice" by D. Parker, 1985. Paper presented at inservice workshop. San Diego, CA.

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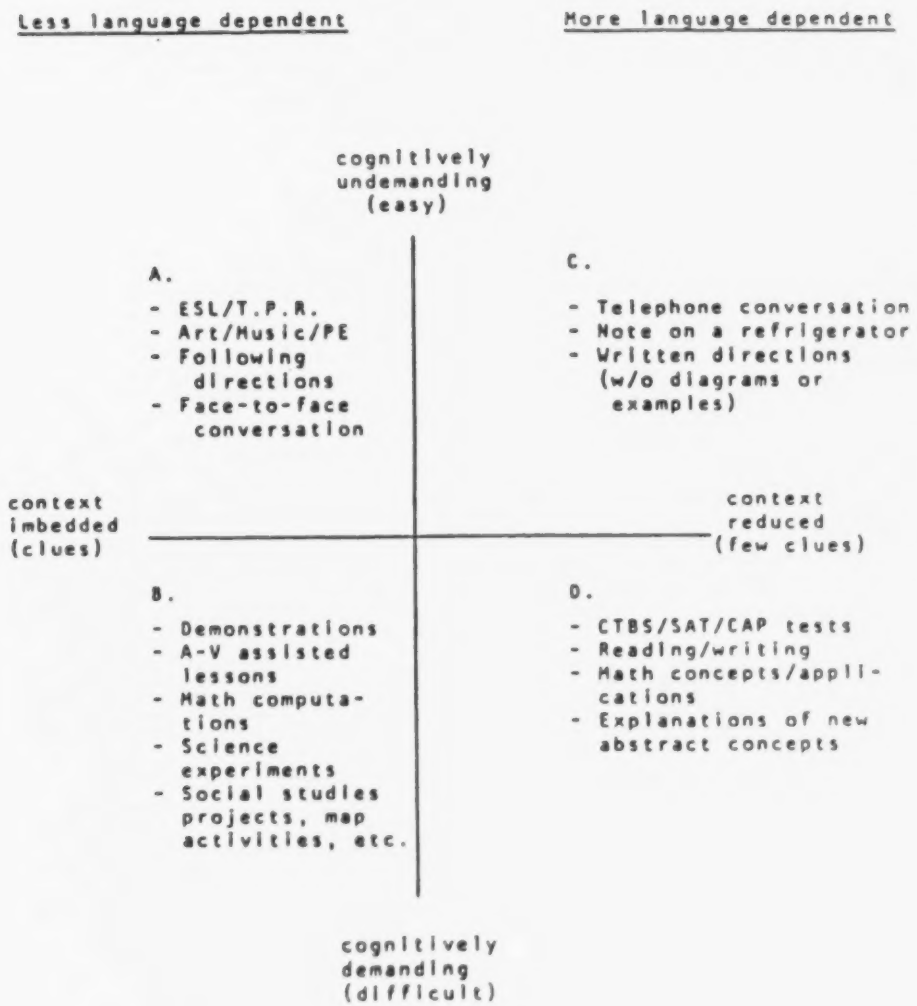
Table 8

Annotated Model of Language Proficiency



Note. From "Sheltered English: Theory to Practice" by D. Parker, 1985. Paper presented at inservice workshop. San Diego: CA.

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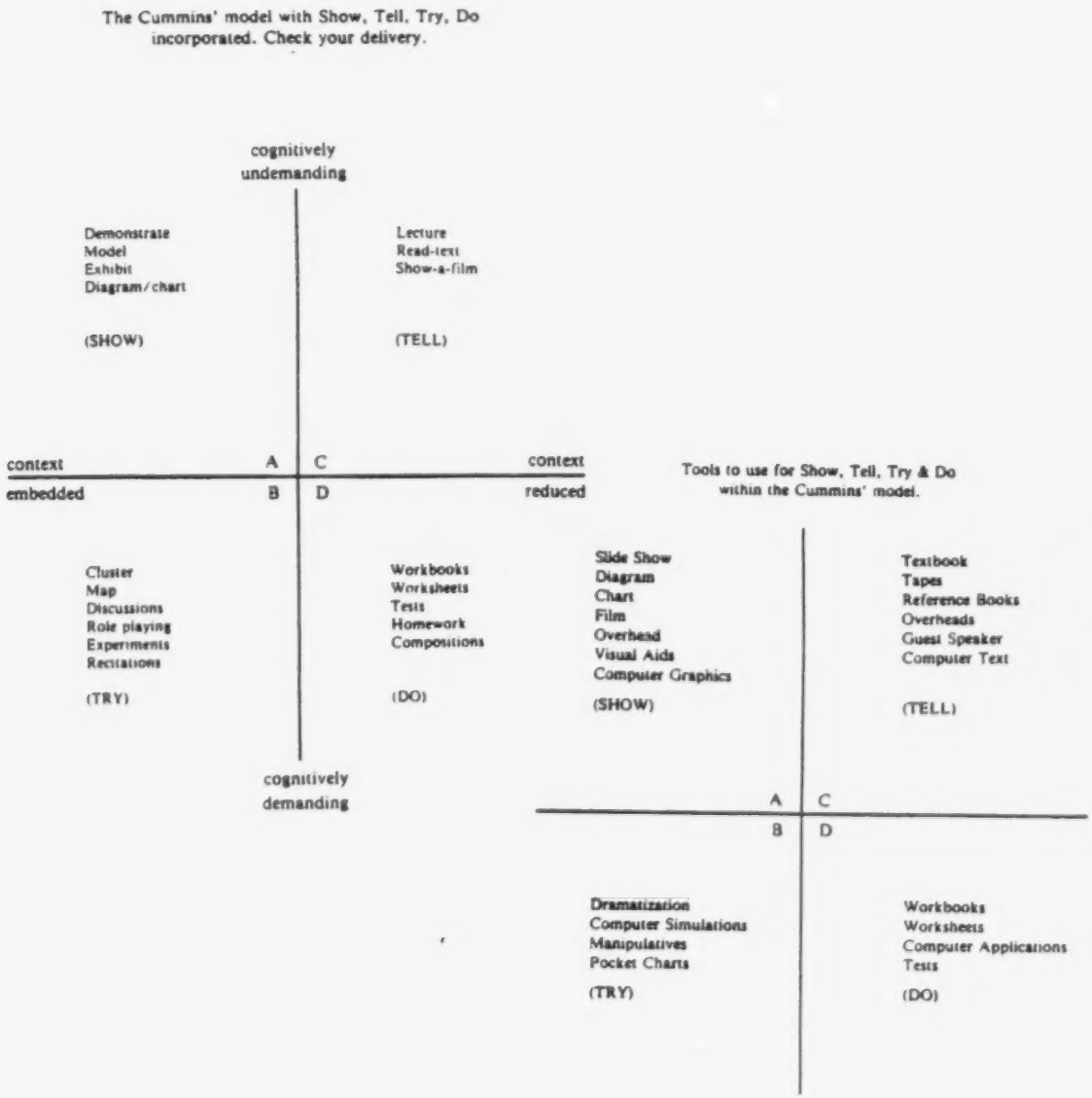
Table 9

The Cummins' Model with Show, Tell, Try, Do Incorporated



Note. From Sheltered English Teaching Handbook (pp. 30-31) by L. Northcutt and D. Watson, 1986, Carlsbad, CA.

Table 10

Number of Students Speaking the Minority Languages in the Sheltered English Classrooms

	Schools					
Language	A	B	C	D	Total	%
Laotian	86	24	1	16	127	38%
Vietnamese	1	48	37	23	109	32%
Cambodian	0	13	1	58	72	21%
Spanish	0	6	0	13	19	6%
Chinese	0	4	0	0	4	1%
Hmong	0	0	0	2	2	.6%
Malaysian	0	0	1	0	1	.3%
Indonesian	0	0	1	0	1	.3%
Tribal Lang.	1	0	0	0	1	.3%
Total	88	95	41	112	336	

Note. These figures represent only those classrooms responding to the questionnaire, not the total minority language population in the school.

Table 11

Primary Language Instruction Offered in the Sheltered English Program

	Schools			
Language	A	B	C	D
CAMBODIAN	NO	YES	NO	YES
VIETNAMESE	NO	YES	YES	YES
LAOTIAN	YES	YES	NO	YES
HMONG	NO	NO	NO	YES

Table 12

Three Components of the Sheltered English Program - Division of Time and Subject Matter

Sheltered English Instruction	Primary Language Instruction	Mainstream Instruction
(21-29 hrs./wk.)	(1/2 hr. to 5 hrs./wk.)	(1hr. to 4 hrs./wk.)
ELEPS	Math	P.E.
All subjects	Social Studies	Art
		Music
		Race/Human Relations
		Science

Note. Division of time and subject matter varies among schools.

Table 13

Rank Order of Inservice Topics

RANK ORDER FOR FOR TOTAL POPULATION	Total MEAN[a]	% Agree	RANK ORDER BY GRADE K-3	3-6
1. Practical ideas for creating a communicative classroom.	3.72	67	3	2
3. Home culture of the LEP students.	3.67	75	3	3.5
3. English oral language proficiency testing.	3.67	58	1	5
3. Developing critical thinking skills in LEP students.	3.67	67	3	3.5
5. Techniques for improving English pronunciation skills.	3.58	67	8	1
6. Theories of second language acquisition.	3.42	58	5	7
7.5. Organizing a cooperative learning classroom.	3.18	42	8	6
7.5. Preparation for the LDS certificate examination.	3.18	33	6	9
9. Teaching English through the content areas.	3.00	42	8	8
10. Teaching the ELEPS program	2.18	8	10	10

[a]The total mean was calculated using ratings based on the following scale:

Scale

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

Table 14
Sheltered English Questionnaire
Results of Section III for Total Population

A. Inservice Training	Mean	% Agree[a]	% Disagree[b]
1. More frequent inservices for the Sheltered English (S.E.) Program are needed.	2.63	25	54
2. The quality of the S.E. inservice programs has been very good.	4.00	75	9
3. More released time is needed to allow for communication with other S.E. teachers.	3.28	42	27
4. Mandatory inservice programs are usually related to the needs of the S.E. teachers.	3.50	58	27
5. I have received adequate training in the field of teaching Sheltered English.	3.82	67	9
6. More inservices are needed in the following topics:			
a. Teaching the ELEPS program.	2.18	8	64
b. Home culture of the LEP (Limited English Proficient) students.	3.67	75	27
c. Theories of second language acquisition.	3.42	58	27
d. Practical ideas for creating a communicative classroom.	3.72	67	18
e. Organizing a cooperative learning classroom.	3.18	42	46
f. Techniques for improving English pronunciation skills.	3.58	67	18
g. English oral language proficiency testing.	3.67	58	36
h. Preparation for the LDS (Language Development Specialist) Certificate examination.	3.18	33	27
i. Teaching English through the content areas.	3.00	42	46
j. Developing critical thinking skills in LEP students.	3.67	67	9

Note. The following scale was used:

1	2	3	4	5
strongly disagree	disagree	undecided	agree	strongly agree

[a]Agreement = response of 4 or 5

[b]Disagreement = response of 1 or 2

Table continues

Table 14 (continued)

B. Program Organization	Mean	% Agree	% Disagree
1. The LEP students should spend more time in:			
a. primary language instruction.	2.09	17	72
b. mainstreamed instruction.	3.36	42	18
c. Sheltered English instruction.	3.91	58	17
2. The division of time students spend in the S.E. classroom, the primary language classroom and mainstreamed instruction is appropriate.	3.38	58	27
3. The S.E. class size should be kept smaller than that of a regular classroom.	4.50	83	0
4. Grouping all the LEP students together for Sheltered English instruction is effective.	4.50	92	9
5. Grouping the LEP students with native English-speakers for most of the day would be more effective than grouping with other LEP students.	1.83	0	81
6. Grouping the LEP students according to English ability would be more effective than grouping by grade level.	4.27	75	0

Table continues

Table 14 (continued)

C. Program Support	Mean	% Agree	% Disagree
1. The S.E. Program is more effective than pull-out ESL programs forLEP students. (Students are "pulled-out" of regular classroom for ESL.)	4.50	92	0
2. The district office (Second Language Education Department) provides sufficient support services for the S.E. Program.	3.58	75	8
3. The regular classroom teachers are supportive of the S.E. Program.	3.67	0	8
4. I am supportive of the State's decision to require the teachers of LEP students in impacted language programs to possess the LDS (Language Development Specialist) Certificate.	1.75	0	83
5. I have the LDS Certificate.	yes 0% response	no	100% response
6. I plan to get the LDS Certificate.	2.63	8	25
7. The Second Language Education Office Resource Teacher assigned to your school provides sufficient support services for the S.E. Program.	2.91	33	33
8. I support the present organization and structure of the S.E. Program.	4.36	75	0
9. The overall effectiveness of the S.E. Program is very good.	4.50	100	0
10. The parents of the S.E. students have been actively involved in the Sheltered English Program.	2.00	8	58
11. The parents of the S.E. students have been involved in:			
a. volunteering in the classroom	1.22	0	75
b. special projects	1.67	8	58
c. curriculum planning	1.44	0	67

Table continues

Table 14 (continued)

D. Student Progress	Mean	% Agree	% Disagree
1. The district has clearly defined guidelines and procedures for:			
a. promotion and retention of LEP students.	2.72	33	42
b. achievement testing procedures for LEP students.	3.00	50	33
c. English language testing of LEP students.	3.50	75	25
d. monitoring the progress of the LEP students.	3.67	83	17
e. exiting students from the S.E. Program.	2.67	42	58
2. I primarily use my own method of:			
a. achievement testing of my LEP students.	3.90	67	17
b. English language testing of my LEP students.	2.90	42	42
c. monitoring the progress of my LEP students.	4.10	75	8
3. The decision to promote or retain the LEP students is primarily based on teacher judgement.	3.83	83	17
4. Clearer district-wide procedures are needed in monitoring the progress of the LEP students in the S.E. Program.	2.83	42	50
5. Students exiting the S.E. Program are:			
a. usually successful in the regular classroom.	3.80	50	8
b. closely monitored after the transition to a regular classroom.	3.00	17	25
c. given adequate support services to help make the transition.	3.10	25	25

Table continues

Table 14 (continued)

E. Curriculum	Mean	% Agree	% Disagree
1. The district curriculum guides in the subject matter areas (e.g., social studies, science, & health) need to be modified for the LEP students.	2.60	25	54
2. There should be a separate curriculum guide for the Sheltered English classroom in the subject matter areas.	3.10	25	27
3. Curriculum modifications for the LEP students should be incorporated into the existing subject matter curriculum guides.	3.00	25	18
4. I modify the district curriculum guides in terms of:			
a. the content covered.	4.25	100	0
b. the pacing of the material presented.	4.50	100	0
5. In the subject matter areas, the text I use is:			
a. the grade level text corresponding to the grade level of my students.	3.40	58	27
b. a lower grade level text.	3.62	50	9
6. I would like more direction from the district concerning the content and pacing of subject matter in the Sheltered English classroom.	2.18	17	64
7. I would like more direction from the district concerning the gradelevel text appropriate for the English level proficiency of my students.	2.45	33	64

Table continues

Table 14 (continued)

(NEW SCALE)

0 not applicable	1 very poor	2 poor	3 fair	4 good	5 excellent

	Mean	% Good	% Poor
QUALITY of the district materials			
1. Reading materials (or reading readiness)	3.90	50	8
2. Math materials	3.88	75	12
3. Science materials	2.70	10	30
4. Social studies materials	3.28	29	14
5. ELEPS materials	4.75	100	0
6. ESL materials (other than ELEPS)	2.00	0	50
QUANTITY of materials			
7. Reading materials (or reading readiness)	3.58	58	25
8. Math materials	4.00	70	20
9. Science materials	2.58	17	42
10. Social studies materials	3.55	44	22
11. ELEPS materials	4.41	83	0
12. ESL materials (other than ELEPS)	3.00	33	67

Table 15

Sheltered English Questionnaire

Results of Section III by Grade Level

A. Inservice Training	Mean	Agree[a]	Disagree[b]	Mean	Agree	Disagree
	K-3 (N=5)			3-6 (N=7)		
1. More frequent inservices for the Sheltered English (S.E.)Program are needed.	2.20	20	60	3.00	29	43
2. The quality of the S.E. inservice programs has been very good.	4.60	100	0	3.57	57	14
3. More released time is needed to allow for communication with other S.E. teachers.	2.80	40	40	3.67	43	14
4. Mandatory inservice programs are usually related to the needs of the S.E. teachers.	3.80	80	20	3.29	43	29
5. I have received adequate training in the field of teaching Sheltered English.	4.20	80	0	3.50	57	14
6. More inservices are needed in the following topics:						
a. Teaching the ELEPS program.	1.60	0	80	2.67	14	43
b. Home culture of the LEP students.	3.60	80	20	3.71	71	29
c. Theories of second language acquisition.	3.40	60	20	3.43	57	29
d. Practical ideas for creating a communicative classroom.	3.60	80	20	3.83	57	14
e. Organizing a cooperative learning classroom.	2.80	40	60	3.50	43	29
f. Techniques for improving English pronunciation skills.	2.80	40	40	4.14	86	0
g. English oral language proficiency testing.	3.80	60	40	3.57	57	33
h. Preparation for the LDS Certificate exam. (Language Development Specialist)	3.00	40	40	3.33	29	17
i. Teaching English through the content areas.	2.80	40	60	3.14	43	33
j. Developing critical thinking skills in LEP students.	3.60	80	20	3.71	57	0

Note. The following scale was used:

1	2	3	4	5
strongly disagree	disagree	undecided	agree	strongly agree

[a]Agreement = response of 4 or 5

[b]Disagreement = response of 1 or 2

Table continues

Table 15 (continued)

	Mean	% Agree	% Disagree	Mean	% Agree	% Disagree
	K-3 (N=5)			3-6 (N=7)		
B. Program Organization						
1. The LEP students should spend more time in:						
a. primary language instruction.	2.00	0	60	2.14	29	83
b. mainstreamed instruction.	2.75	20	40	3.71	57	0
c. Sheltered English instruction.	3.50	40	20	4.14	71	14
2. The division of time students spend in the S.E. classroom, the primary language classroom and mainstreamed instruction is appropriate.	4.20	80	0	3.14	43	50
3. The S.E. class size should be kept smaller than that of a regular classroom.	4.20	60	0	4.71	100	0
4. Grouping all the LEP students together for Sheltered English instruction is effective.	4.40	80	20	4.57	100	0
5. Grouping the LEP students with native English-speakers for most of the day would be more effective than grouping with other LEP students.	1.60	0	80	2.00	0	83
6. Grouping the LEP students according to English ability would be more effective than grouping by grade level.	4.25	60	0	4.29	86	0

Table continues

Table 15 (continued)

	Mean	% Agree	% Disagree	Mean	% Agree	% Disagree
	K-3 (N=5)			3-6 (N=7)		
C. Program Support						
1. The S.E. Program is more effective than pull-out ESL programs for LEP students. (Students are "pulled-out" of regular classroom for ESL.)	4.20	80	0	4.71	100	0
2. The district office (Second Language Education Department) provides sufficient support services for the S.E. Program.	3.60	60	20	3.57	57	0
3. The regular classroom teachers are supportive of the S.E. Program.	3.40	80	20	3.86	71	0
4. I am supportive of the State's decision to require the teachersof LEP students in impacted language programs to possess the LDS (Language Development Specialist) Certificate.	1.40	0	100	2.00	0	71
5. I have the LDS Certificate.	yes 0%			no 100%		
6. I plan to get the LDS Certificate.	2.60	20	40	2.67	0	14
7. The Second Language Education Office Resource Teacher assigned to your school provides sufficient support services for the S.E. Program.	3.00	40	0	2.83	29	0
8. I support the present organization and structure of the S.E. Program.	4.60	100	0	4.17	57	0
9. The overall effectiveness of the S.E. Program is very good.	4.60	100	0	4.43	100	0
10. The parents of the S.E. students have been actively involved in the Sheltered English Program.	1.40	0	100	2.50	14	28
11. The parents of the S.E. students have been involved in:						
a. volunteering in the classroom	1.00	0	80	1.40	0	71
b. special projects	1.75	20	60	1.60	0	57
c. curriculum planning	1.25	0	80	1.60	0	57

Table continues

Table 15 (continued)

	Mean	% Agree	% Disagree	Mean	% Agree	% Disagree
	K-3 (N=5)			3-6 (N=7)		
D. Student Progress						
1. The district has clearly defined guidelines and procedures for:						
a. promotion and retention of LEP students.	2.60	20	40	2.83	43	43
b. achievement testing procedures for LEP students.	3.60	60	0	2.57	43	57
c. English language testing of LEP students.	3.60	80	20	3.29	71	29
d. monitoring the progress of the LEP students.	4.20	100	0	3.29	71	29
e. exiting students from the S.E. Program.	3.20	60	40	2.29	29	71
2. I primarily use my own method of:						
a. achievement testing of my LEP students.	4.25	80	0	3.67	57	29
b. English language testing of my LEP students.	2.75	40	40	3.00	43	43
c. monitoring the progress of my LEP students.	4.25	80	0	4.00	71	14
3. The decision to promote or retain the LEP students is primarily based on teacher judgement.	3.60	80	20	4.00	86	14
4. Clearer district-wide procedures are needed in monitoring the progress of the LEP students in the S.E. Program.	2.80	20	60	2.86	57	43
5. Students exiting the S.E. Program are:						
a. usually successful in the regular classroom.	4.50	60	0	3.33	43	14
b. closely monitored after the transition to a regular classroom.	3.25	20	20	2.83	14	29
c. given adequate support services to help make the transition.	4.00	60	0	2.50	0	43

Table continues

Table 15 (continued)

	Mean	% Agree	% Disagree	Mean	% Agree	% Disagree
	K-3 (N=5)			3-6 (N=7)		
E. Curriculum						
1. The district curriculum guides in the subject matter areas (e.g., social studies, science, & health) need to be modified for the LEP students.	2.33	20	50	2.71	29	57
2. There should be a separate curriculum guide for the Sheltered English classroom in the subject matter areas.	2.75	20	50	3.33	29	14
3. Curriculum modifications for the LEP students should be incorporated into the existing subject matter curriculum guides.	2.75	20	25	3.17	29	14
4. I modify the district curriculum guides in terms of:						
a. the content covered.	4.20	100	0	4.29	100	0
b. the pacing of the material presented.	4.40	100	0	4.57	100	0
5. In the subject matter areas, the text I use is:						
a. the grade level text corresponding to the grade level of my students.	3.67	40	25	3.29	71	29
b. a lower grade level text.	2.50	20	25	4.00	71	0
6. I would like more direction from the district concerning the content and pacing of subject matter in the Sheltered English classroom.	2.00	20	75	2.29	14	57
7. I would like more direction from the district concerning the grade level text appropriate for the English level proficiency of my students.	2.00	20	75	2.71	43	57

Table continues

Table 15 (continued)

(NEW SCALE)

0	1	2	3	4	5
not applicable	very poor	poor	fair	good	excellent

	Mean	% Agree	% Disagree	Mean	% Agree	% Disagree
QUALITY of the district materials	K-3 (N=5)			3-6 (N=7)		
1. Reading materials (or reading readiness)	4.00	60	0	3.83	43	14
2. Math materials	4.00	40	0	3.80	57	14
3. Science materials	3.00	20	20	2.50	0	14
4. Social studies materials	4.00	20	0	3.00	14	14
5. ELEPS materials	4.80	100	0	4.71	100	0
6. ESL materials (other than ELEPS)	2.00	0	20	---	0	0
QUANTITY of materials						
7. Reading materials (or reading readiness)	3.80	60	20	3.43	57	29
8. Math materials	3.75	40	20	4.17	71	14
9. Science materials	3.20	40	20	2.00	0	57
10. Social studies materials	4.33	40	0	3.17	29	29
11. ELEPS materials	4.40	80	0	4.43	86	0
12. ESL materials (other than ELEPS)	3.50	20	20	2.00	0	14

Sheltered English Questionnaire

Section I

Sheltered English Classroom Teacher

1. Name of your school: _____

2. Number of students in your classroom: _____

3. Grade level(s) of your students: _____

4. Please list the number of students in your classroom speaking the following primary languages:

   a. Vietnamese _____

   b. Cambodian _____

   c. Laotian _____

   d. Pilipino/Tagalog _____

   e. Spanish _____

   f. English _____

   g. Other (please specify) _____

5. How long have you been a teacher? _____

6. How long have you taught in a Sheltered English classroom? _____

7. Did you volunteer to be a Sheltered English teacher? _____

8. Do you speak a language other than English? _____

If yes, how did you learn it? at home _____ in school _____

living abroad _____ other _____

Please list the language and your level of fluency (i.e., native speaker, fluent, conversational ability).

Language	Level of Fluency
_____	_____
_____	_____

9. Had you worked with LEP students before teaching Sheltered English?

If yes, how long? _____ In what capacity? _____

10. What type of training have you had in teaching LEP students? (check below)

_____LDS (Language Development Specialist) Certificate

_____Bilingual/Bicultural Credential or Certificate of Competence

_____M.A. Degree in TESOL or related field

_____University coursework _____ # of units

_____District Inservices _____ # of hours

_____Conference presentations _____ # of hours

_____Self-study (Reading journals, studying curriculum, etc.)

_____No formal training

_____Other (please specify) _____

11. Do you have an aide? _____

12. If so, does s/he speak a language other than English (please specify)

_____

13. How many hours per day does s/he work in your classroom? _____

14. What (if any) primary language instruction is available at your school?

_____

_____

_____

15. How many hours per week do your students spend in the following programs?

Sheltered English Classroom _____

Primary Lanugage Instruction _____

(instruction taught in the students' primary language)

Mainstreamed Instruction _____

(LEP students are integrated with native English-speaking students)

16. What subjects are taught in the following programs:

Sheltered English	Primary Language	Mainstream Instruction
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____		
_____		
_____		

17. Have you ever lived in a foreign country? _____

If yes, where and how long? _____

Thank you for your time and cooperation! Please complete and return this questionnaire to your secretary by Thursday, March 20th.

Sheltered English Questionnaire

Section II

Sheltered English Classroom Teacher

1. What type of inservice programs would you like the district to provide? Please list in order of importance.

2. What do you feel are the strengths of the Sheltered English Program?

3. What do you feel are the weaknesses of the Sheltered English Program?

4. How do you view the overall effectiveness of the Sheltered English Program at your school?

5. What changes do you think would help create a more effective program?

Sheltered English Questionnaire

Section III

Sheltered English Classroom Teacher

Please rate the following statements according to the scale below. (CIRCLE the appropriate number.)

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

A. Inservice Training

1. More frequent inservices for the Sheltered English (S.E.) Program are needed.	0	1	2	3	4	5
2. The quality of the S.E. inservice programs has been very good.	0	1	2	3	4	5
3. More released time is needed to allow for communication with other S.E. teachers.	0	1	2	3	4	5
4. Mandatory inservice programs are usually related to the needs of the S.E. teachers.	0	1	2	3	4	5
5. I have received adequate training in the field of teaching Sheltered English.	0	1	2	3	4	5
6. More inservices are needed in the following topics:						
a. Teaching the ELEPS program.	0	1	2	3	4	5
b. Home culture of the LEP (Limited English Proficient) students.	0	1	2	3	4	5
c. Theories of second language acquisition.	0	1	2	3	4	5
d. Practical ideas for creating a communicative classroom.	0	1	2	3	4	5
e. Organizing a cooperative learning classroom.	0	1	2	3	4	5
f. Techniques for improving English pronunciation skills.	0	1	2	3	4	5
g. English oral language proficiency testing.	0	1	2	3	4	5
h. Preparation for the LDS (Language Development Specialist) Certificate examination.	0	1	2	3	4	5
i. Teaching English through the content areas.	0	1	2	3	4	5
j. Developing critical thinking skills in LEP students.	0	1	2	3	4	5

7. Please make any comments you may have about the inservice training for Sheltered English teachers. (Use back of page if needed.)

Please rate the following statements according to the scale below. (CIRCLE the appropriate number.)

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

B. Program Organization

1. The LEP students should spend more time in:
   a. primary language instruction. 0 1 2 3 4 5

   b. mainstreamed instruction. 0 1 2 3 4 5

   c. Sheltered English instruction. 0 1 2 3 4 5

2. The division of time students spend in the S.E. classroom, the primary language classroom and mainstreamed instruction is appropriate. 0 1 2 3 4 5

3. The S.E. class size should be kept smaller than that of a regular classroom. 0 1 2 3 4 5

4. Grouping all the LEP students together for Sheltered English instruction is effective. 0 1 2 3 4 5

5. Grouping the LEP students with native English-speakers for most of the day would be more effective than grouping with other LEP students. 0 1 2 3 4 5

6. Grouping the LEP students according to English ability would be more effective than grouping by grade level. 0 1 2 3 4 5

7. Please make any comments you may have about the program organization. (Use back of page if needed.)

C. Program Support

1. The S.E. Program is more effective than pull-out ESL programs for LEP students. (Students are "pulled-out" of regular classroom for ESL.) 0 1 2 3 4 5

2. The district office (Second Language Education Department) provides sufficient support services for the S.E. Program. 0 1 2 3 4 5

3. The regular classroom teachers are supportive of the S.E. Program. 0 1 2 3 4 5

4. I am supportive of the State's decision to require the teachers of LEP students in impacted language programs to possess the LDS (Language Development Specialist) Certificate. 0 1 2 3 4 5

5. I have the LDS Certificate. yes____ no____

6. I plan to get the LDS Certificate. 0 1 2 3 4 5

Please rate the following statements according to the scale below. (CIRCLE the appropriate number.)

0 not applicable	1 strongly disagree	2 disagree	3 undecided	4 agree	5 strongly agree

7. The Second Language Education Office Resource Teacher assigned to your school provides sufficient support services for the S.E. Program. 0 1 2 3 4 5

8. I support the present organization and structure of the S.E. Program. 0 1 2 3 4 5

9. The overall effectiveness of the S.E. Program is very good. 0 1 2 3 4 5

10. The parents of the S.E. students have been actively involved in the Sheltered English Program. 0 1 2 3 4 5

11. The parents of the S.E. students have been involved in:
   a. volunteering in the classroom 0 1 2 3 4 5
   b. special projects 0 1 2 3 4 5
   c. curriculum planning 0 1 2 3 4 5

12. Please make any comments you may have about the program support. (Use back of page if needed.)

D. Student Progress

1. The district has clearly defined guidelines and procedures for:
   a. promotion and retention of LEP students. 0 1 2 3 4 5
   b. achievement testing procedures for LEP students. 0 1 2 3 4 5
   c. English language testing of LEP students. 0 1 2 3 4 5
   d. monitoring the progress of the LEP students. 0 1 2 3 4 5
   e. exiting students from the S.E. Program. 0 1 2 3 4 5

2. I primarily use my own method of:
   a. achievement testing of my LEP students. 0 1 2 3 4 5
   b. English language testing of my LEP students. 0 1 2 3 4 5
   c. monitoring the progress of my LEP students. 0 1 2 3 4 5

3. The decision to promote or retain the LEP students is primarily based on teacher judgement. 0 1 2 3 4 5

4. Clearer district-wide procedures are needed in monitoring the progress of the LEP students in the S.E. Program. 0 1 2 3 4 5

(NEW SCALE)

0	1	2	3	4	5
not applicable	very poor	poor	fair	good	excellent

Please use the new scale above to rate the QUALITY of the district materials available to you for teaching LEP students. ("Materials" include texts, workbooks, kits, manipulatives, charts, pictures, realia, etc.)

1. Reading materials (or reading readiness)	0	1	2	3	4	5
2. Math materials	0	1	2	3	4	5
3. Science materials	0	1	2	3	4	5
4. Social studies materials	0	1	2	3	4	5
5. ELEPS materials	0	1	2	3	4	5
6. ESL materials (other than ELEPS)	0	1	2	3	4	5

Please rate the QUANTITY of the following materials in your classroom acording to the above scale.

7. Reading materials (or reading readiness)	0	1	2	3	4	5
8. Math materials	0	1	2	3	4	5
9. Science materials	0	1	2	3	4	5
10. Social studies materials	0	1	2	3	4	5
11. ELEPS materials	0	1	2	3	4	5
12. ESL materials (other than ELEPS)	0	1	2	3	4	5

Thank you very much for your time and assistance! Please complete and return this questionnaire to your school secretary by Thursday, March 20th.

Please rate the following statements according to the scale below. (CIRCLE the appropriate number.)

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

5. Students exiting the S.E. Program are:
   a. usually successful in the regular classroom. 0 1 2 3 4 5

   b. closely monitored after the transition to a regular classroom. 0 1 2 3 4 5

   c. given adequate support services to help make the transition. 0 1 2 3 4 5

6. Please make any comments you may have about student progress in the S.E. Program. (Use back of page if needed.)

E. Curriculum

1. The district curriculum guides in the subject matter areas (e.g., social studies, science, & health) need to be modified for the LEP students. 0 1 2 3 4 5

2. There should be a separate curriculum guide for the Sheltered English classroom in the subject matter areas. 0 1 2 3 4 5

3. Curriculum modifications for the LEP students should be incorporated into the existing subject matter curriculum guides. 0 1 2 3 4 5

4. I modify the district curriculum guides in terms of:
   a. the content covered. 0 1 2 3 4 5

   b. the pacing of the material presented. 0 1 2 3 4 5

5. In the subject matter areas, the text I use is:
   a. the grade level text corresponding to the grade level of my students. 0 1 2 3 4 5

   b. a lower grade level text. 0 1 2 3 4 5

6. I would like more direction from the district concerning the content and pacing of subject matter in the Sheltered English classroom. 0 1 2 3 4 5

7. I would like more direction from the district concerning the grade level text appropriate for the English level proficiency of my students. 0 1 2 3 4 5

8. Please make any comments you may have about the Sheltered English curriculum. (Use back of page if needed.)